

# St Columb Minor Academy 3 Year Pupil Premium strategy plan 2021 - 2024

SUMMARY INFORMATION: UPDATED SEPTEMBER 2022			
Pupil Premium Strategy Plan	2022 – 2025		
CURRENT PUPIL INFORMATION as at September 5 <sup>th</sup> 2022			
Total number of pupils:	465	Total pupil premium budget:	£153,000 Estimated (22/23) (£152,162 – 21/22)
Number of pupils eligible for pupil premium: 120	83 FSM (87 21/22) 3 E6FSM 28 Service (28 21/22) 6 CIC/LAC/Adopted  25.8 % of school cohort	Amount of pupil premium received per child:	£320 Service Child £1385 FSM EVER 6 £2410 CIC/LAC/Adopted

COHORT INFORMATION (UPDATED SEPTEMBER 2022)		
CHARACTERISTIC	NUMBER IN GROUP	PERCENTAGE OF GROUP
Boys	61/ 255 (out of total school)	61/ 255 23.9% = DA ( incl all groups) 43/255 – DA( FSM/E6FSM)
Girls	59/210 (out of total school)	59/210 % = 28% DA ( Incl all groups) 41/210 = 19.5% DA (FSM/E6FSM)
SEN support	62/ 465 (out of total school)	30.6% (19/ 62 = Girls) 69% ( 43/62 = Boys)
EHC plan	3 (out of total school)	3/62 = 4.8%

### COHORT INFORMATION (UPDATED SEPTEMBER 2022)

EAL	21	7/21 = 33% DA (4.5% of the school are EAL)
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### Assessment data end of academic year 2021-22

#### EYFS 2021-22

2021-22	Pupils eligible for PP – 6 (13% of cohort)	All pupils - 45	National average
Overall GLD	4/6 = 66%	64% (B= 29%/ G = 35%)	TBC
Reading	4/6 = 66%	Comprehension: 80% Word reading : 80%	TBC
Writing	4/ 6 = 66%	64%	TBC
Number	4/6 – 66%	Number – 80% Numerical patterns – 82%	TBC

#### Year 1 PHONICS SCREENING CHECK 2021-22

All pupils – 51 chdn	Pupils eligible for PP – 9 chdn	National average
46/51 = 90%	7/9 = 77%	

YEAR 2 PHONICS SCREENING CHECK 2021-22		
All pupils – 79 chdn	Pupils eligible for PP – 13	National average
76/79 = 96%	12/13 = 92%	

END OF KS1 2021-22			
	Pupils eligible for PP - 13	All pupils – 79 in cohort	
		School average	National average
Attainment in reading	2/13 = 15%	44%	
Attainment in writing	3/12 = 25%	61%	
Attainment in maths	3/12 = 25%	65%	

END OF KS2 2021-22			
	Pupils eligible for PP -	All pupils – 85 in cohort	
		School average	National average
% achieving expected standard or above in reading, writing and maths	-	55%	%
Attainment in reading	50% (DA 3/6)	64/ 85 Pupils = 75%	74 % (TBC)
Attainment in writing	66% (DA 4/6)	63/ 85 Pupils = 74%	69 % (TBC)
Attainment in maths	50 % (DA 3/6)	59/ 85 Pupils = 69%	71 % (TBC)

## OTHER DATA

### Autumn Term 2021:

Current Attendance (%) Autumn Term 2021(Up to this report date)	
Colour code green =in line or above national / orange = within 1.0 / red = below by more than 1.0	
Overall to date (including 4 year olds) Primary Nat data does not include 4 year olds	95.05%
Overall to date without EYFS under statutory age for compulsory attendance Primary Nat 2019 (96.1 attendance /3.9 absence)	94.01%
EYFS under statutory age for compulsory attendance ONLY Primary Nat 2019 (94.9 / 5.1)	95.82%
Persist Abs to date Primary Nat 2019 (8.4 below 90%)	21.65%
Disadvantaged (FSM and Ever 6) Primary Nat 2017 (94.5 / 5.5)	89.69%  This figure is seriously impacted by 2 of the PA cases outlined above (exclusion/EHCP) as they are also FSM

### Spring Term 2022:

Attendance became an issue at St Columb Minor which is in line with the national picture for attendance. Nadhim Zahawi talks of 'resetting our approach to attendance and making maximising attendance a top priority (Nov '21)

There were significant and understandable behavioural changes both at schools and in families towards the responses to the usual coughs, colds and illnesses. Previously, parents would have sent a pupil in with a cough or cold in the Autumn term and indeed, staff would usually attend work. Now the approach became much more cautious and both children and adults were more likely to be absent, attend for a PCR test and await the result before returning to school. Whilst pupils were awaiting a PCR result they were coded as 'X' which did not affect attendance figures, but if they tested positive this code changed to an 'I' and this then impacted on their individual attendance figure. It had also been difficult for many parents to send in the siblings of pupils with COVID as many saw this as 'putting others at risk' and felt that they had a moral duty to keep them at home. Our figures were also affected by an increase in unauthorised holidays. Some families, understandably, took the opportunity for inexpensive term-time holidays as the travel industry opened up or had organised long awaited family get togethers. All of these factors affected the absence figures of different groups at this time.

Overall to date (including 4 year olds) Primary Nat data does not include 4 year olds	<b>93.43%</b>
Overall to date without EYFS under statutory age for compulsory attendance Primary Nat 2019 (96.1 attendance /3.9 absence)	<b>93.34%</b>
EYFS under statutory age for compulsory attendance ONLY Primary Nat 2019 (94.9 / 5.1)	<b>93.87%</b>
Persist Abs to date Primary Nat 2019 (8.4 below 90%)	<b>23.12%</b> Figure without flexi schoolers and leavers-21.09% There have been several long term absences that have made a significant difference to this figure. One child has now left, another is attending an APA setting more successfully and two children are back in school after temporary housing issues. Another child is attending on a reduced timetable. Lateness also impacts on this figure we have 4 or 5 children who significantly impact on because of lateness. If we take any children out that have had absence due to CoVid the figure would be: 12.5%
Disadvantaged (FSM and Ever 6) Primary Nat 2017 (94.5 / 5.5)	<b>89.26%</b> Significantly below school figure but v similar to last term The situations mentioned above are impacting on this figure as the children are all in this group.

### Summer term 2022:

Current Attendance Percentage figures at our school	
Overall to date (including 4 year olds) Primary Nat data does not include 4 year olds	93% (above current national)
Persist Abs to date Primary Nat 2019 (8.4 below 90%)	18.9%
Disadvantaged (FSM and Ever 6) Primary Nat 2017 (94.5 / 5.5)	90.45%
SEN support Primary Nat 2017 (94.6 / 5.4)	92.05%
SEN EHCs Primary Nat 2017 (93.4 / 6.6)	Figure unavailable due to MIS migration to Ed: gen – figure to follow
PP & SEN <b>National percentage to follow</b>	Figure unavailable due to MIS migration to Ed: gen – figure to follow
No. penalty notices issued for unauthorised absence	0

We saw a rise in the attendance of the disadvantaged group over the three terms which was a positive result of the strategies employed within school. However, we are aware that this group cannot learn if they are not in school so we need to ensure that our strategies address all areas of need.



## STATEMENT OF INTENT FOR PUPIL PREMIUM

Evidence shows that the single greatest factor that influences a child's life chances is a well trained intuitive practitioner who can recognise and respond to need. Therefore, we place a lot of emphasis on training our greatest asset – class teachers and teaching assistants.

*"There are no great schools without great teachers. The quality of teaching is the single most important in-school factor for improving pupil outcomes and it is particularly important for pupils from disadvantaged backgrounds."* DfE 2021.

At St Columb Minor we endeavour to meet the challenges of disadvantage in a plethora of ways. We recognise that the disadvantage that children face is multi-faceted and the school closures between March 2020 and March 2021 have served to magnify these factors of disadvantage, the effects of which are still being felt in the academic year 2022-23 (particularly in the current Y2 and Y3 cohorts). We feel keenly the responsibility to take informed and precise action that will have the greatest impact on addressing the disadvantage. We take an evidence informed approach in all that we do and we evaluate our actions to ensure there is best value, greatest impact and an attention to detail that is forensic in its inception and delivery.

We recognise that during the school closure periods:

- Our then Year 2 children missed 30% of their education (current Y3)
- Our then Year 1 missed 17% of their education (current Year 2)
- Our then Foundation Stage had disrupted access to their preschool provision. (Current Year 1)

We know that the disruption to pupils' education affected disadvantaged pupils significantly. There is an overriding need to ensure the curriculum is robust and well placed to enable disadvantaged pupils to achieve well. Our focus includes:

- Ensuring that teaching and learning opportunities meet the needs of all pupils through high Quality First Teaching (HQFT)
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups. This specifically includes ensuring that the needs of socially disadvantaged pupils are addressed.
- Making provision for socially disadvantaged pupils, we recognise that not all pupils who are eligible for free school meals, (or have been eligible in the last 6 years) are socially disadvantaged.
- Recognising that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We therefore allocate Pupil Premium funding to support any pupil or groups of pupils that the Academy has legitimately identified as being socially disadvantaged or have additional vulnerabilities such as SEN / EAL
- Over the past 2 years there has been a period of academic disruption.
- Including all pupils in challenging and rich learning.

Pupil Premium funding will be allocated following annual needs analyses which will identify priority classes and groups in 3 main activity types:

### **1. Support**

### **2. Intervention**

### **3. Enrichment**

#### **Support**

- We use qualitative and quantitative data to set aspirational targets for our pupils.
- We actively engage in the use of outside agencies to introduce positive behaviour management strategies within the classroom for those children whose low level behaviours disrupt learning for other children eg: APA outreach programme
- We use wider services to support children with other needs: Educational Psychologist, Speech and Language Therapist, counsellor and Educational Welfare Officer.
- Investment in our pastoral support team to provide additional support for children whose barriers to learning or attendance are social and emotional.

#### **Intervention**

- Staff are aware of disadvantaged pupils in their year group and other factors that may affect or enhance performance (mobility, SEN, MABLE, attendance) through our pupil premium record.
- All pupils progress is tracked termly and appropriate interventions are put in place to mitigate underachievement.
- Pupil conferencing focuses attention on attainment and progress of disadvantaged children to ensure gaps are addressed.
- We invest in pastoral and behaviour staff to ensure social, emotional and behavioural barriers to learning are reduced.
- We invest in a wide range of Continuing Professional Development for teachers including high quality training, coaching and rigorous monitoring to ensure high quality teaching for all. There is an emphasis on engagement and effective oral and written feedback to promote progress.

#### **Enrichment**

- We offer a wide range of after school provision, which we actively promote and encourage attendance at by disadvantaged pupils.
- We ensure all school teams have proportional representation from disadvantaged children.

- We ensure that disadvantaged children are proportionately represented in school enrichment events: Kingfisher project, G7 school council event etc.
- We subsidise holiday provision for disadvantaged groups (Imagine outdoors)
- Trips and residentials are offered and subsidised throughout the year.
- Music lessons are subsidised when offered and accepted by disadvantaged families.
- We target disadvantaged children in the Aim Higher Mentor scheme.
- In addition to the above, we provide financial assistance for uniform and on occasion have funded transport and wrap around care where families have needed it.

When we plan the 3 levels of support, we consider carefully the barriers that are faced by our disadvantaged children and their families – see table below.

Challenge number	Detail of Barriers
1	Weaker <b>language and communication skills</b> – many children are working within the 22-36 or 30-50 - month age band on entry (particularly boys) which is indicative of a lack of breadth in vocabulary and comprehension of language (including conceptual language). This gap in language skills is slow to close and inhibits access to the wider curriculum as they progress through the school. (Link to school improvement plan)
2	The greatest gap between disadvantaged children and non disadvantaged <b>achieving the expected standard is in reading and writing</b> . Our data shows that this gap grows over time as these children (boys in particular) <b>do not maintain positive attitudes to reading and writing</b> . This impacts on all areas of the curriculum but particularly writing. (Link to school improvement plan.)
3	A greater proportion of children recorded on the behaviour log are disadvantaged boys due to <b>lack of self regulation</b> . This is an inhibitive factor to progress and attainment in their learning and that of their peers. This is reflected in the FS on entry baseline data and the FS exit data for 'Managing Feelings and Behaviour'.
4	High ability disadvantaged pupils often make much less <b>progress across key stage 2</b> in reading and writing than other high ability pupils (particularly boys)
5	<b>Attendance</b> of disadvantaged children is consistently markedly lower than non disadvantaged children. (This can be due to multiple barriers)
6	Lack of wider life experiences for many disadvantaged children leads to <b>poor cultural capital and lower aspirations</b> for future success
7	<b>Parental engagement and support from home</b> is significantly reduced in Disadvantaged families – low attendance at parent consultations/ non engagement in homework/ low attendance at school events.

#### *Intended outcomes*

This explains the outcomes we are aiming for in respect of the barriers outlined above **by the end of our current strategy plan**, and how we will measure whether they have been achieved.



Intended outcome	Success criteria
<p>Improved language and communication skills by the end of FS is evident.</p> <p><b>Vocabulary development</b> in all year groups is evidenced by greater use of Tier 3 vocabulary by disadvantaged children in their explanations and their written work.</p>	<p>We will measure this intended outcome by:</p> <ul style="list-style-type: none"> <li>Analysing baseline and exit data of FS pupils in CLL.</li> <li>Pupil conferencing activities evidence greater use of Tier 3 vocabulary in children's explanations</li> <li>Book scrutinies/ writing moderation evidences greater use of Tier 3 vocabulary by disadvantaged pupils</li> </ul>
<p>The gap in <b>attainment for reading and writing</b> between disadvantaged and non disadvantaged is closed significantly for all groups (boys/girls/ SEN/MABLE).</p> <p>Boys have increasingly positive attitudes towards reading which are maintained across KS2.</p>	<p>We will measure this intended outcome by:</p> <ul style="list-style-type: none"> <li>Ensuring that staff use O-Track to analyse termly assessment information, both at an academy level, trust level and national level so that interventions can be put in place for those pupils who fall behind so that they keep up.</li> <li>Use of internal assessments (AR/PIRA) evidence an increase in SS in reading and maths</li> <li>AR evidences greater interaction and accuracy with quizzing by disadvantaged pupils and particularly boys.</li> <li>Use of national comparative data evidences that our disadvantaged pupils attain at least as well non disadvantaged pupils.</li> </ul>
<p>The behaviour log evidences a reduction in recorded incidences by disadvantaged pupils.</p> <p>FS exit data evidences an increase in the disadvantaged children achieving expected in all areas of PSED – particularly boys.</p>	<p>We will measure this intended outcome by:</p> <ul style="list-style-type: none"> <li>Ensuring that an analysis of recorded incidents on MyConcern show a decline in incidences involving disadvantaged children.</li> <li>Analysing baseline and exit data of FS pupils in PSED</li> </ul>
<p><b>Progress and attainment</b> of high ability disadvantaged pupils in reading, writing and maths is at least in line with non disadvantaged pupils.</p>	<p>We will measure this intended outcome by:</p> <ul style="list-style-type: none"> <li>Using assessment information in O-Track to ensure that the percentage of disadvantage pupils achieving the expected standard in reading, writing and mathematics is greater than or equal to the percentage of non-disadvantaged pupils.</li> <li>Using national benchmarks in ASP to ensure the progress made by disadvantaged pupils in reading, writing and mathematics is greater than or equal to the percentage of non-disadvantaged pupils.</li> </ul>
<p><b>Attendance</b> and punctuality of disadvantaged children is at least in line with non disadvantaged pupils.</p>	<p>We will measure this intended outcome by:</p> <ul style="list-style-type: none"> <li>Ensuring the attendance team analyse weekly, termly and yearly attendance information, both at an academy level, trust level and national level so that interventions can be put in place quickly.</li> </ul>
<p>Disadvantaged children have had access to a wide range of experiences that promote <b>aspiration and engagement</b>.</p>	<p>We will measure this intended outcome by:</p> <ul style="list-style-type: none"> <li>All programmes to have provision clearly mapped out with a clear focus on ensuring PP pupils are well served.</li> <li>Records to be maintained for involvement.</li> <li>Research project by MABLE/PP lead for MA dissertation targeting aspiration within children from disadvantaged backgrounds</li> </ul>
<p><b>Parental engagement and support from home</b> is significantly increased in Disadvantaged families – increases can be seen in attendance at parent consultations / engagement in homework/ attendance at wider school events.</p>	<p>We will measure this intended outcome by:</p> <ul style="list-style-type: none"> <li>Recording and analysing attendance by different groups at all school events.</li> </ul>

3 year strategy plan		
Targeted High Quality Teaching		
Action	Evidence that supports this approach	Challenge number(s) addressed
<p>High quality CPD in Oracy 21 takes place for all staff at all levels</p> <p>All staff are trained to:</p> <p>Model / teach oracy explicitly</p> <p>harness oracy to elevate learning</p> <p>appraise progress in oracy</p> <p>Daily retrieval and practice of the facts and topic vocabulary to embed retention</p> <p>Introduction of an end of topic 'essay' which will answer the topic's big question where appropriate causing children to use vocab in correct context and to communicate meaning and understanding</p>	<p>There is a wealth of research around deepening knowledge through vocabulary learning (as supported in the new EIF):</p> <ul style="list-style-type: none"> <li>- <i>Bringing Words to Life</i> (Beck et al., 2013).</li> <li>- Curtis's (Curtis et al., 1987) research indicated that high-vocabulary students not only knew more words than those with lower vocabularies, but they also knew more about those words.</li> <li>- "The need for fast access to one's representation of words in memory arises because comprehension is a complex process, in which several components vie for attention. Reducing attention on some components – in the case at hand, lexical search (the definition of a word) – may free attention to deal with other components, in particular the meaning of the ideas represented by words....frequent encounters and thoughtful activities with target words give pupils opportunities to develop fast access to strong representations of word meanings."((Beck and Carpenter, 1986); (Perfetti, 1985)).</li> </ul>	1,2,4
Daily reading to pupils by teachers models fluency and an enjoyment of a variety of texts.	Research shows that being able to read fluently and comprehend subtext enables a child to engage with a variety of subject matter.	1,2,4
Rigorous assessment and planning for the teaching of reading ensures attainment and progress in Reading is improved in all groups across the school.	<p>Reading is central to the new EIF. Teachers need to have a good understanding of what comes before and after the age range that they teach so that they can meet the needs of all pupils.</p> <p>Gap analysis shows that the drop in the % of children achieving expected and GDS in reading at both KS1 and KS2 is linked to fluency and comprehension.</p>	2,4
<p>High quality CPD on Early Reading/Comprehension(Y2/Reception) takes place for all staff:</p> <ul style="list-style-type: none"> <li>- Reading For Pleasure - Securing a whole school culture for reading</li> <li>- Creating whole school change</li> <li>- Creating a reading school – structural changes</li> <li>- Creating a reading school – behavioural changes</li> <li>- Celebrating impact and sustaining changes</li> </ul>		1,2,4
<p>Staff training on the 5 levers of HQFT that include:</p> <ul style="list-style-type: none"> <li>- Deep substantive knowledge by teachers (including how to plan small steps teaching – components to composites.)</li> <li>- Understanding of cognition and metacognition to secure learning in the long term memory</li> <li>- Use of the 'I do, We do, You do' model where the metacognitive narrative is modelled for vocab development and developing the working memory</li> <li>- Using questioning effectively</li> </ul>	EEF – "Effective Professional Development" toolkit evidences that metacognition and self regulation as a learner has some of the greatest impact on progress – high impact/ low cost.	2,4

- Approaches to developing and securing vocabulary		
Further training in the use of questioning and in the moment assessment to move children on more quickly: hinge point questions/ exit pass questions.	The Pygmalion effect – Rosenthal et al- if you think your students are more able, you will be nicer to them, ask them more questions, give them longer thinking time and set a higher bar for the work you accept	1,2,4
Targeted use of coaching strategies (IRIS connect/ lead practitioner) to support all staff in developing the levers of HQFT – especially ECT's + ECT's +1	During one year with a very effective teacher, pupils gain 40% more in their learning than they would with a poorly performing teacher (Sutton Trust).	2,4
<p>Full review of school approaches to behaviour management – both pro-active and reactive to enable children to focus on learning through consistency and modelling:</p> <p>Training on what is meant by a 'behaviour curriculum'</p> <p>Review and agreement of non negotiables (what the adults do/ what the children do)</p> <p>Review of reward systems for consistency and appropriateness</p> <p>Review of policy</p>	EEF - Social and emotional learning improves interactions with others and self management of emotions. Impacts on attitudes to learning and social relationships in school which improves progress in attainment.	3

3 year strategy plan		
Targeted Interventions		
Action	Evidence that supports this approach	Challenge number(s) addressed
Use of 1:1 tutoring via 3 <sup>rd</sup> Space Maths	EEF evidence based research shows that greatest gains are made where children have bespoke tailored packages on a 1:1 basis.	2,4
FS team to use Talk Boost and ELKAN Speech and Language programmes to support children identified through early assessment in FS as well as supporting children who have already received speech and language support.	Talk Boost is a targeted intervention that narrows the gap between 4-7 year olds with language delay and their peers. It can boost a child's communication by up to 18 months. This has been shown to have an impact on progress in reading – 90% of children with delayed language met or exceeded progress in reading after Talk Boost. Talk Boost helps children with delayed language development who would not usually qualify for specialist help, but are not thriving at school because of a speech and language need.	
Intervention writing group in Y6/5 is used to maintain engagement and a want to achieve attitude. (TK)	EOKS data shows a big gap between boys and girls in writing and lesson obs evidence this is around engagement. An 'outside voice' approaching writing in a creative way leads to involvement, engagement and higher attainment.	2,4
<p>Targeted reading intervention within KS2 to address (CS):</p> <ul style="list-style-type: none"> <li>- Vocabulary acquisition</li> <li>- Conceptual language</li> <li>- Reading for retrieval</li> <li>- Reading for meaning</li> <li>- Comprehension</li> <li>- Communicating comprehension</li> </ul>	<p>EEF – "Response To Intervention"</p> <p>Our bespoke package that offers 20 minutes daily over a 6 week period is having an impact on progress. Last term 4/6 children receiving this support made at least good progress. 2 made accelerated progress.</p>	1,2,4

Teachers to identify and record each half term interventions at 3 levels: <ul style="list-style-type: none"> <li>HQFT</li> <li>Group guided intervention</li> <li>1:1 support</li> </ul>	“Supporting the attainment of Disadvantaged pupils” Evidence shows that where intervention is carefully selected, well thought out and implemented with integrity, children will make good progress.	2,4
Use of SALT in school for early identification of pupils in FS and for liaison with in house speech and language teaching assistant	Children who received early language intervention last year made good progress in terms of articulation and vocabulary acquisition.	1
Use of dedicated SAL TA in school to address the vocabulary need identified in EY and KS1 (MI)		
The class teacher and TA’s will use: <ul style="list-style-type: none"> <li>Read, Write, Inc interventions</li> <li>Freshstart intervention</li> <li>Maths Martians</li> <li>Accelerated reader</li> <li>TTRS</li> </ul>	“EEF – Improving Literacy at KS1” EEF evidence based research shows that well targeted, time bound interventions with well trained staff can enable children to make better than expected progress.	2,4
Use of school based tutors for intervention to target small group teaching in Y2 – 4 which is planned with precise steps to target and address gaps in understanding. (ZS/GT)	“Supporting the attainment of Disadvantaged pupils” Evidence shows that where intervention is carefully selected, well thought out and implemented with integrity, children will make good progress.	2, 4

3 year strategy plan		
Wider strategies		
Action	Evidence that supports this approach	Challenge number(s) addressed
Inclusion team to use a range of strategies to open communication with persistent absentees: <ul style="list-style-type: none"> <li>Attendance surgeries</li> <li>Follow up calling</li> <li>make home visits to families with persistent absence/ lateness.</li> </ul> Unauthorising absences where there is non engagement	“Supporting the attainment of Disadvantaged pupils” Evidence shows that pupils with an attendance of 95% or less do not achieve as well academically as peers with an attendance over 95%. Termly HT reports evidence that this group is constantly attending less well than non PP children. Children cannot learn if they do not attend!	5,7
Effective implementation of MyConcern to provide an intuitive system for monitoring child protection, safeguarding, pastoral and welfare issues.	Where we have used the system to analyse patterns and trends we have been able to consider targeted approaches for intervention to reduce incidents.	5,7

Youth University	<p>Research by the Sutton Trust in 'Extra Time' shows that while less well-off parents focus their resources on core subjects, better-off parents focus on providing their children with a range of broader 'enrichment' activities like music lessons, sports and drama.</p> <p>The Trust's Extra-curricular Inequality also shows that the cultural capital gained through these activities can have a positive effect on both educational attainment and career outcomes</p> <p>All of these activities will enable our pupils to build experiences that inform their cultural capital/ promote celebration of success and promote intrinsic motivation/ expose learners to high levels of ambition when this may not be evident from home.</p>	6
Eden Takeover Day		6
Aim Higher Mentors		6
Primary Futures		6
<p>Introduction and development of Character Education across the school curriculum to enable children to verbalise the character traits that they can develop as part of their aspiration pathway.</p> <p>Role models and opportunities support the aspiration pathway.</p>	EEF - Social and emotional learning improves interactions with others and self management of emotions. Impacts on attitudes to learning and social relationships in school which improves progress in attainment.	3,6,7
Further training for staff on the strategies to develop confidence, resilience and knowledge about pupil mental health	<p>"PHE – Introduction to Adverse Childhood Experiences"</p> <ul style="list-style-type: none"> <li>Highly skilled and trained staff with an in depth knowledge of MH issues can guide and support staff.</li> <li>Evidence shows that resilient children are more likely to make good progress as they will take risks in their learning and will persist when learning is tough.</li> <li>Data for some year groups, where there is a significant need for behaviour support, evidences that the able children are not making the desired progress.</li> </ul> <p>"An angry child cannot think." – self regulation will assist in learning.</p>	2,3,6,7
Use of Music mentor in school to support children in developing self regulation strategies in the face of challenge. (GW)	<p>In school data evidences that children who have addressed barriers such as anxiety and anger through this 1:1 support have fewer outbursts/ incidents in class and on the playground.</p>	2, 3,5,7
Use of behaviour support specialist within the school team to ensure children can be focused on learning through use of regulation techniques. (JP)		2,3 5, 7
Use of Pastoral support assistant to provide 1:1 support for children who need further self regulation support.		2,3,5
Parent partnership for target pupils through structured conversations to close the gaps in the target areas of reading, writing and maths that are not met	<p>EEF " Working with Parents to Support Children's Learning"</p> <p>Children spend only 10% of their waking hours at school and so any support we can harness from parents in moving pupils from deficit areas of EYFS will help move pupils' forwards.</p>	2,4,7
Subsidies for educational visits and camps.	<p>One of the key lessons learned in the Closing The Attainment Gap document produced by the EEF is that essential life skills (character) are important in determining life chances.</p> <p>" Intelligence + character – that is the true goal of education" Martin Luther King</p> <p>Outdoor learning/ camps and sport provides countless opportunities for resilience and character building.</p>	6,7
Extra swimming tuition to ensure all children can swim 25m at the end of KS2		
<p>Learning in the outdoor environment:</p> <ul style="list-style-type: none"> <li>Development of Outdoor Learning during the school day through Imagine Outdoors(CPD for staff!)</li> <li>holiday funded places with Imagine Outdoors ensures DA children continue to gain from Outdoor provision at all</li> </ul>		

times		
Pathways to community sport are funded – see sports premium report		
Improve communication with service families and the SAFFAA		